**Holy Cross Catholic Primary School**



**Phonics and Early Reading Policy**

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**Holy Cross Catholic Primary School is committed to embedding a rigorous and sequential reading curriculum that develops pupils’ fluency, confidence and enjoyment of reading.**

**Early Reading and Phonics Policy**

**What is Phonics?**

***“Phonics is a way of teaching children to read quickly and skillfully. They are taught how to recognise the sounds that each individual letter makes and identify the sounds that different combinations of letters make. Children can then use this knowledge to ‘de-code’ new words that they hear or see. This is the first important step in learning to read.”*** DFE ‘Information for Parents’ 2013

At Holy Cross Primary School, we use a systematic teaching of phonics to support children in learning to read and write. Our aim is for all children to develop a bank of skills to assist them with word recognition and language comprehension. We teach early reading through discrete phonics lessons which have a planned structure and are fast paced. Guided reading and independent reading are also used as opportunities to develop children’s range of reading skills, utilise and apply their phonic knowledge and reinforce what has been taught.

Our language rich curriculum also develops children’s early reading skills through oracy, drama and story mapping alongside our focus on the different strands of reading comprehension. High quality texts are used to drive children’s enthusiasm and motivation for reading and writing.

**Objectives**

To ensure that children progress in their phonic knowledge through:

* Daily phonic sessions
* Phonics being promoted as a tool to help children decode words to read and spell
* Children being encouraged to use and apply their phonic knowledge in independent work, guided writing sessions and individual or group reading where appropriate.

**Read Write Inc (RWInc)**

Read Write Inc is a program designed to support the teaching of phonics, reading and writing. These sessions run daily for 45 - 60 minutes. All children are assessed on entry, and regular assessments on their phonics ability continues throughout their time on the program to monitor and track progress. Any children who have successfully completed their phonics assessment will move on to the Read Write Inc Spelling Programme. All children are also taught, Talk for Writing, English teaching or additional focused support in class alongside Read Write Inc. Other assessment of independent reading and writing also ensures a rounded picture of children’s application of their phonic knowledge.

Within Key Stage One, RWInc is used as a daily teaching programme to teach our children how to read and write fluently, confidently and accurately. Children are taught, from EYFS, to form each letter, spell correctly, and compose their ideas step-by-step.

Within Key Stage Two, this is being used as an intervention, to support children in securing the basic phonic skills and to assist them in being able to read and decode fluently.

Both teachers and teaching assistants run Read Write Inc groups. All adults have attended a two-day training course and then have regular, school based training sessions with the Read Write Inc lead to review practise and to develop skills. Teachers are responsible for the Read Write Inc preparation and sessions. Working across Key Stage One, groups should be resourced and organised by class teachers.

**Reading at Home**

***The Read Write Inc. Phonics approach teaches children to read sets of sounds and then blend them to read words. The books that they read … will only contain the sounds they’ve already learned, so children learn quickly and confidently … RWInc***

Reading books are sent home with the children so that they can continue to practise their reading skills.

In EYFS, the Read Write Inc books are sent home to parents to support their in class phonics teaching. Books are not sent home until the child can access it. To help prepare them for the Read Write Inc reading books, children are sent home with reading houses. Within these are the key words that they are learning within their phonics sessions to help the children to embed these further. To ensure that parents have the opportunity to read to their child, alternative stories have been sent home for parents to read to their children to ensure that, until books are sent home, we are still encouraging a passion for reading.

Activity books bags have also been created to enable the child to, not only be read to by a parent, but to take part in activities such as role play, comprehension, craft activities alongside family members to help to build that love and excitement of reading.

In Key Stage One, children, when ready, will take home a RWInc banded book and a book linked to benchmarking to help to develop both reading and more structured comprehension.

In Key Stage Two, children, will take home a banded book linked to their benchmarking assessment. Once they have worked through these, they will move into free reader.

**Whole Class Guided Reading In EYFS and Key Stage 1**

**Guided Reading in EYFS**

Reading is an integral part of all curriculum subjects in EYFS. Teachers in this year group provide a rich variety of reading texts to support all areas of the curriculum. Maths, English, RE, Topic are all driven by engaging texts that children enjoy and can retell. Formal reading teaching happens through guided reading and RWInc sessions in EYFS and across KS1.

**Guided Reading in KS1**

Reading is taught utilising texts based on the topics that children are learning. These texts are a range of fiction, non-fiction and poetry, and include stories from other cultures to develop our understanding of others around the world and to develop our global learning.

As a school we follow a Whole Class Guided Reading Programme. For Key Stage One, the key areas that we focus on are vocabulary, retrieval, prediction, summarise / sequence and inference.

Assessment

Read Write Inc:

Children are assessed every half term using the Read Write Inc assessment throughout EYFS, Year 1 & Year 2. This assessment assesses the children’s phonic knowledge and decoding skills for both real and nonsense words. This half termly assessment ensures that the children are grouped according to their next steps and that we are providing both support and challenge for each child.

Baseline Assessment:

At the end of EYFS and throughout Key Stage 1, children also complete the Baseline assessment. This assessment checks the children’s decoding and comprehension skills and provides clear next steps for their individual reading ability. This assessment determines what Oxford Reading Tree book band that each child is working within and ensures that the books that the children are taking home matches their reading ability.

PIRA:

Children from Year 1 to Year 6 will also sit PIRA reading papers, one at the end of the Autumn, Spring and Summer term. These assessments help staff to identify the areas needed to be taught within the Guided Reading sessions to support any individual or group areas of need. The results from this will be used alongside benchmarking, and other in-class observation and assessment, to construct an accurate understanding of a child’s capabilities.

Parents

Areas in which we help to support our families at Holy Cross:

* Use of the school library (particularly EAL parents to use EAL / duel language books);
* Supporting resources sent to parents to support comprehension;
* An open dialogue with parents;
* Parent workshops;
* Storyteller on Oxford Owl can be shared with parents.

 <https://www.oxfordowl.co.uk/for-home/oxford-owl-videos/storyteller-videos--2/>